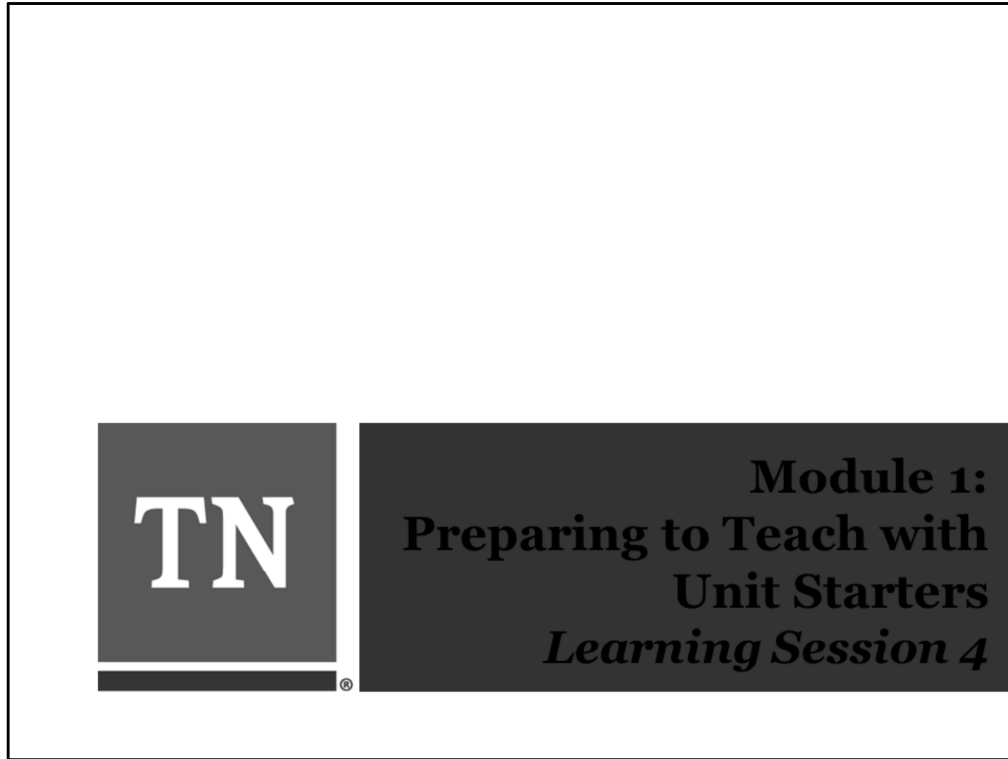




Professional Learning Package: Implementing Unit Starters



Time:

Script:

Additional Facilitator Information:

Module 1 Learning Sessions

Session	Guiding Questions
1 ✓	<ul style="list-style-type: none">• What is a Unit Starter?• Why teach with Unit Starters?• What resources are included in the Unit Starter?• How do Unit Starters support standards-based instruction?
2 ✓	<ul style="list-style-type: none">• How are concepts and understandings organized in the Unit Starter?
3 ✓	<ul style="list-style-type: none">• How are concepts and understandings supported by the Unit Starter's texts, tasks, and question sequences?
4	<ul style="list-style-type: none">• How can I prepare to teach with the Unit Starter?

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Time: 1 min – 0:01

Script: “We’ve covered a lot of ground so far in the Professional Learning Package! In past sessions we’ve talked about what Unit Starters are and are not, why they’re worth teaching, how they’re organized, and how the texts, tasks, and question sequences work together to support students’ understanding of concepts. This learning session is in many ways the culmination of our learning. We’re going to focus on internalizing the content and goals of our Unit Starters and prepare to teach with them.”

Additional Facilitator Information:

Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Keep students at the center.



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Time: 1 min – 0:02

Script: Review the group norms for this session.

Revisiting Session 3: Learning to Application

- Find a partner. Share a quick summary of the text you read and analyzed.
- Then, share a summary of your responses to **Questions 4, 5, and 6** from **Appendix A: Unit Preparation Protocol**.

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Time: 5 min – 0:07

Script: Read the directions on the slide and facilitate the activity. After partners share their summaries, invite a few educators to share their summaries with the whole group.

Additional Facilitator Information:

Learning Session 4

- Guiding questions:
 - How can I prepare to teach with the Unit Starter?
 - How do the texts in this unit connect together to build students' knowledge of the unit concepts?
 - What are the purposes of each lesson? How do lessons build toward the end-of-unit task?
 - What do my students already know about this concept? What knowledge do I need to build as a teacher related to this concept?

Time: 1 min – 0:08

Script: “This session is based around the guiding question of how do we prepare to teach with Unit Starters. In particular, we’re going to focus on three particular areas.” Invite educators to read the three sub-questions aloud. Tell educators that this session will involve lots of independent work. Encourage educators who are teaching the same Unit Starter to sit together and work with one another.

Additional Facilitator Information:

The logo consists of the letters 'TN' in a white, bold, serif font, centered within a dark gray square. Below the square is a thin white horizontal line, and below that is a thin dark gray horizontal line. A small registered trademark symbol (®) is located to the right of the bottom line.

TN

**How do the texts in
this unit build
knowledge?**

How do the texts in this unit build knowledge?

- Read all of the **texts** in the unit. Then, complete **Question 3 in Appendix A: Unit Preparation Protocol**

Question 3: How will students build knowledge and vocabulary over the course of the unit?

Read each of the texts for the unit, and consider how the texts are thoughtfully sequenced to build world and word knowledge.

<ul style="list-style-type: none"> How are the texts sequenced to build knowledge around the unit concepts? How are the texts sequenced to support students in developing academic and domain-specific vocabulary? Which instructional strategies are suggested for each text? How will I sequence them within the literacy block? 	
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Time: 25 min – 0:33

Script: Read the directions on the slide. Have educators find question 3 in Appendix A. Tell educators they can record their responses in whatever form is best for them (hard or soft copy notes). You may need to adjust the time for this section based on how many texts are in each teachers’ unit and how familiar teachers already are with those texts. Before moving on, invite each educator to share a quick response to one of the three questions in the protocol.

Additional Facilitator Information:



**What are the
purposes of each
lesson?**

Connecting Daily and End-of-Unit Tasks



Review the **Unit Starter Teaching Guide** you created in learning session 3. **How will students demonstrate their understandings by applying what they have learned over the course of the unit?**

- How are the lesson objectives sequenced to build knowledge around the unit concepts?
- How do the daily tasks build over the course of the unit to support students in completing the end-of-unit task?
- How are expectations for students' performance on the daily tasks aligned with the disciplinary standards and the grade-level literacy standards?

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Time: 8 min – 0:41

Script: Have educators look back at the charts they created and use the information in those charts to answer the questions on this slide. Have educators discuss the questions with a partner, and then invite a few educators to share their responses with the group.

Additional Facilitator Information:



**What do my
students already
know?**

What do my students already know?

- Consider what **students** already know about the unit concepts as well as what information you as a **teacher** may need to build in preparation for the unit.
- Complete **Questions 7 and 8** in **Appendix A: Unit Preparation Protocol**.



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Time: 10 min – 0:51

Script: Read the directions on the slide. Have educators find questions 7 and 8 in Appendix A. After educators work through the protocol, invite each educator to share their response to one of the questions with the whole group.

Additional Facilitator Information:

Closing Reflection

- What will students know at the end of the unit?
- What will students do throughout the unit to build this knowledge?

Time: 4 min – 0:55

Script: Read the reflection questions aloud to the group. Have educators discuss them in trios. Invite a few educators to share their responses with the whole group.

Additional Facilitator Information:

Learning Session Summary

- In **learning session 4** we addressed these questions:
 - How do the texts in this unit connect together to build students' knowledge of the unit concepts?
 - What are the purposes of each lesson? How do lessons build toward the end-of-unit task?
 - What do my students already know about this topic? What knowledge do I need to build as a teacher related to this topic?
- In **learning session 5**, which we will engage in **after teaching** the first Unit Starter, we will address these questions:
 - How can I refine my teaching with Unit Starters?

Time: 1 min – 0:56

Script: Review the guiding questions from this learning session. Tell educators that the next learning session won't occur until after teachers have taught the Unit Starters. The fifth learning session is designed to help teachers reflect on their instruction with the Unit Starter and make refinements to improve instruction with future Unit Starters.

Additional Facilitator Information:



Learning to Application

Prior to teaching your Unit Starter:

- If needed, complete any remaining sections of Appendix A: Unit Preparation Protocol.
- If needed, complete any remaining lesson summaries.



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Time: 1 min – 0:57

Script: Read the directions on the slide. "Lesson summaries" refer to the chart educators worked on where they listed the task and purposes for each lesson.

Additional Facilitator Information:

Additional Resources

- **Appendix B: Lesson Preparation Protocol** supports teachers in thinking through the important pieces of each lesson prior to teaching it.

Time: 1 min – 0:58

Script: Additional resources are available to support teachers in implementing Unit Starters. In particular, Appendix B, located in the back of the Unit Starter, is designed to help teachers think through each lesson.

Additional Facilitator Information:



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork